DOCUMENT RESUME

ED 181 913 IR 008 000

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TITLE Vacation College: An Opportunity for Librarians.
PUB DATE Oct 79
NOTE 55p.; Legibility varies

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Libraries; *Adult Education Programs; Adult Students; *Continuous Learning; Course Descriptions; *Library Instruction; Library Skills; *Nontraditional Students; Program Descriptions; *Vacation Programs

ABSTRACT

This library skills program, which is offered by Slippery Rock State College (Pennsylvania) as part of its Vacation College program, was developed for adults who have been out of school many years. The vacation college concept of leisure and life long learning emphasizes the learning of recreational activities, along with more practical and intellectual courses such as the library skills program, in a relaxed informal manner; the course is low cost and of one week's duration. The major concern of the library skills program, which is designed to raise the level of consciousness of the participants towards the library and its services, is to make the course enjoyable as well as instructional for persons on vacation and out of school. Five one and a half hour sessions use a mix of tours, demonstrations, slides, films, discussions, and lectures to achieve understanding by the participants of the resources, services, roles, objectives, and problems of the library. Evaluation of the program shows it to be enjoyable and rewarding for the participants and the instructors. Appendices provide a brief questionnaire, a participant's handbook, and a bibliography. (Author/RAA)

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VACATION COLLEGE: AN OPPORTUNITY FOR LIBRARIANS

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October 1979

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CHAPTER I

THE VACATION COLLEGE PROGRAM

1. Introduction.

For the past several years, I have had the good fortune to be involved in a new and growing program at Slippery Rock State College. Similar programs have been conducted all across the country in many institutions of higher education. Vacation College, as it is called here, promises to become a popular and rewarding experience for the participants, instructors, and institution.

In the fall of 1975, all of the faculty members at the college were contacted by a letter from the coordinator of Conferences and Facilities. The letter explained the vacation college (VC) concept and asked anyone interested to submit a short proposal. With only a very general outline of goals in mind and a firm conviction in the merits of the proposal and the VC, the author submitted a plan. To my surprise, however, the library program was not only accepted, but accepted very enthusiastically.

The experience of personally developing a library appreciation and skills course has been extremely rewarding. Many librarians and library educators whom I talked to about such a library program did not feel that it could hold the interest of most adults coming to VC with "fun" in mind. True, the majority of courses were recreational in nature, but I felt that a library program that was both enjoyable and intellectually stimulating could be achieved. Judging from the comments of the participants, the course has been stimulating and rewarding. Many of the participants who attended the course one year, recommended it to friends to take the next year and commented about the program to others, including the director. It has been very rewarding to know that a deeper appreciation and understanding of library services, resources, and skills can be generated in

adults who have been out of school usually for many, many years. To be able to do so in a very relaxed, comfortable, and unstructured atmosphere may be noteworthy. If such an atmosphere had not been achieved, the library program could not have been "The Hottest Spot in Town".

2. The Program Generally.

In July of 1976, VC was initiated at Slippery Rock State College (SRSC). It now promises to be very successful in terms of enrollment and benefits to the college, as well as participants and instructors.

VC emphasizes the learning of recreational activities such as bridge, tennis, golf, creative-dramatics, singing, and the like. More practical and intellectual courses are offered in subjects such as economics, painting, cooking, music appreciation and auto repair as well. So, a course in library skills and appreciation may seem unusual to many.

Each evening during VC, planned entertainment has been provided at no extra cost. Square dancing, movies, outdoor picnics, sing-a-longs, and talent shows have been offered each year. Community facilities such as a park, nature reserve, bowling alley, creek, horseback riding, and shopping districts are also available. Moraine State Park (Lake Arthur), Lake Erie, Lake Pymatuning, and other areas are not far away for swimming, boating and picnics. Pittsburgh, Pennsylvania is within an hour's drive. Several quality restaurants are within a half-hour's drive.

During its first three years, VC operated in the red due to low enrollment. Instructors received only about fifty dollar's pay. Now in its fourth year, enrollment has surpassed one hundred individuals and promises to continue rising. Many participants return each year and bring others. Newspaper ads in major city newspapers have attracted some inquiries about the program, but word-of-mouth advertising seems to be the best method. Announcements to golden-age

groups, businesses, etc., have also been successful. Attracting younger parents with children is a prime objective. Each year several more families participate.

One factor that appeals to every participant is the low cost of the VC program. Including room, meals, tuition, entertainment, etc., the cost of the 1979 VC program for one week was $97.50 for adults and about $80.00 for children. The low cost is possible because the college does not figure in costs of overhead expenses such as electricity, water, etc. Instructors are paid at a very low rate also. Profit, therefore, is not an objective of the program. Many costs relative to individual courses are picked up by the instructor's department. These costs include paper, photocopying, handouts, audio-visuals, and the like.

Thus, VC is affordable by many families. Children under the age of six are welcome, but arranging for baby-sitters (a day-care center at the college is open all day until 4 P.M.) is the responsibility of the parents. For youngsters from ages six to fifteen, games, recreational activities, hikes, camping, and other events are planned and supervised by college instructors. Youngsters may also attend classes if they choose. Parents are "free" from their children for most of the day and can plan their vacation program without worry. Most of the children camped-out throughout the night at a facility owned by the college.

3. Courses Offered.

Many more courses can be offered than can be taught. The number of people enrolled by a particular cut-off date is the primary reason why a course is dropped or retained. Below are some of the courses that have been offered through the years. The most popular are listed first.

Human Sexuality
Contemporary Health Problems
Astronomy
Music - various (Jazz, Classical, Singing, Guitar, etc.)
Field Botony
Money, Money, Money
Bridge (Beginning, Intermediate, Advanced)
Tennis (Beginning, Intermediate, Advanced)
Library - "Hottest Spot in Town"
Antiques
Stamp Collecting
Golf
Classical Films
Pottery
Jewelry Making
Painting
Photography
Creative Dramatics

Others

Piano in Five Easy Lessons
Death and Dying
Auto Care
Lapidary Skills
Bicycling

These courses are designed, then, to combine learning and fun. Even in the "intellectual" courses, participants should learn almost effortlessly in an atmosphere which is relaxed and informal. Instructors are urged to attend the evening entertainment programs and meals in order to interact with the participants.

4. Setting.

Slippery Rock State College (SRSC) is located in rural western Pennsylvania about fifty miles north of Pittsburgh. The town of Slippery Rock is a small one that serves only about two thousand local residents, exclusive of college students. Except for banks and gas stations, of which there are three each, there is only one food market, one furniture store, and one shoe store. Excluding entertainment provided by the college and students, the town itself supplies almost no entertainment. Slippery Rock does not have either a movie theater or a lounge, for example, and, I might add, the town is "dry". Once the VC participants come, therefore, it is up to the college to provide their entertainment.

SRSC is a liberal arts institution with a national reputation for its physical education training. Nearly thirty majors at the undergraduate level

and about fifteen master's degrees are offered to the nearly 5,000 undergraduate and several hundred graduate students. Close to 350 faculty and as many support staff comprise the instructional and non-instructional staffs.

The library is a modern (1972) facility that houses a complete media and graphics department as well as faculty offices and classrooms for the Library Science Department. Twelve professional librarians and a comparable number of support personnel help to provide service during the almost ninety hours of operation each week during the regular academic terms. From a collection of nearly a half-million books and one hundred thousand audio-visual items, about 150,000 items circulate annually.

The library has a separately housed Instructional Support Services Department that makes graphics for all of the departments on campus and has a photography darkroom. A video-taping studio complete with four cameras and console is a main attraction. When this part of the library program is scheduled, at least several other outside participants come to the class.

5. Benefits of VC.

The benefits of the program to the vacationers in terms of learning new skills and knowledge has already been discussed. The "vacation" and change of pace for the participants is obvious. Participants are free to attend or not attend classes and activities. Several come primarily to play tennis, bridge, swim, or even eat at the cafeteria. Most enjoy the chance to learn new skills or sharpen others.

For the instructors, some additional income is welcome at a time when few faculty teach regular courses in summer sessions. The changes in pace and types of students are also welcome.

For the college, VC brings recognition and promotes good-will among taxpayers. While the program does not make any profit, the campus facilities are

more fully utilized. This brings costs down when buildings must be open anyway since the support staff are all working.

As for the community, some businesses benefit in terms of increased sales, but the extra business volume from the VC participants is minimal since all classes, meals, and entertainment are included in the cost of the program on campus.

CHAPTER II

THE LIBRARY SKILLS PROGRAM

1. Objectives of the Library Program.

The primary goals of the "Hottest Spot in Town" are the following:

a) To develop an appreciation of the role of the library in American society.

b) To relate the different objectives, characteristics, and values of public, college, special and research libraries.

c) To discuss the nature and importance of different forms of library materials such as books, audio-visual materials, periodicals, microforms, and government documents.

d) To discuss and gain practice in the use of reference resources such as dictionaries, encyclopedias, almanacs, handbooks, atlases, indexes, abstracts, directories, and bibliographies.

e) To develop the ability to examine any book to learn what it is about and how to use it (contents, index, preface pages, etc.)

f) To discuss and gain practice in the use of the card catalog which is indispensable to the user in finding reference and other library materials.

g) To relate some idea of what the future library or information center may be like, vis., the use of computer and information retrieval technology, microforms, photocopying, audio and visual production capabilities, etc.

h) To mention and explain services such as interlibrary loan, oral history, videotaping, and discussion or interest groups that libraries offer.

In VC 1979, these objectives were all met to some degree. The task was made easier due to low enrollment (four participants), a good time period (12:30 - 2:10 P.M.), and very interested subjects. It would not be realistic to believe that they could be met each year due to changing circumstances. At first glance, these goals may seem too noble. They are, in part, the goals of graduate library education. How, then, can these goals be met for out-of-schoolers in the brief time allotted for the library program? Experience thus far suggests that these goals are realistic, bearing in mind that discussions or explanations of any one of these objectives must be superficial.

2. Problems Expected.

The above stated problem can be answered in terms of the depth to which the goals are met in the program. Only the most superficial aspects of library organization, roles, resources, and services can be covered. It should be quickly realized that the vast majority of the students will not even realize that such resources and services exist. The program, then, raises the level of consciousness concerning these matters. How persons may pursue these concerns, find information in library resources, and avail themselves of the services is the primary goal rather than in-depth coverage. Graduate education, of course, aims at in-depth coverage and examination.

Most participants will be exposed to a relatively large library, vis-a-vis their local public library. The campus library offers a sizeable audio-visual collection, microform resources, graphics lab, photography equipment and dark-room, video-taping facility, OCLC shared cataloging, an automated circulation system, and a government documents collection, in addition to a half-million collection of books. It is hoped that this exposure to the campus library and VC program will motivate them to further examination, change their attitude toward libraries, and result in higher use of library resources and services. The goal,

then, is to raise the participants' level of consciousness. Participants may thereby overcome the fear often experienced when they come to the library and are faced with its rather imposing structure. If the program accomplishes these objectives to even a limited degree, the program may be judged a success.

It is very likely that the enrollees' hometown libraries will not offer the services that other libraries provide due to budget limitations. This may be beneficial if it results in a demand or request for such services. The friends-of-the-library role is mentioned, for example, to make participants aware of another vehicle to aid the library to meet its objectives. Some of these services have already been mentioned; others include services such as film showings, story hours, discussion groups, book clubs, toy collections, and pets for loan.

The time allotted for the library program during VC is approximately one and one-half hours for each of five days. The actual amount of time has varied from year to year. The class period is long enough, on the one hand, to require a varied, or mixed type of instruction such as lecture, discussion, film, or tour. The participants should not be expected to endure a lecture or discussion for the entire period for example. On the other hand, the seven or eight hours of instruction for the week is not long enough to allow in-depth coverage or discussion of any one subject.

Furthermore, the audience is not a homogeneous one, nor a captive one. The participants are free to attend or not attend the classes they signed up for. They may attend any class of their choice on any day they choose. One day the instructor may have six students, another, half or twice as many. This very changeable structure means that the instructor should plan to present self-contained units so that participants do not find it necessary to have attended

the previous classes to understand the material. This is the case in almost all of the courses offered in VC.

Any appearance of being bookish, possessive of books and information, or the like must be avoided. Not only would such an attitude on the part of the library instructor create or promote a poor image of librarians, but it would also counteract what was trying to be accomplished. Most of the participants have been older so far and may have quite a different conception of libraries than most people today. Most of the participants have not been heavy library users. In terms of the goals stated, then, some methods of instruction may be ruled out. Modes of instruction such as computer-assisted learning or programmed text, may be too time consuming for class use in most cases. However, giving the participants access to computer-assisted learning programs, audio-visual material, programmed texts, and literature is advisable so that interested individuals can learn on their own. Many library collections, for example, have library skill filmstrips in addition to library handbooks and manuals. Participants may also obtain help for individual research projects or interests outside of class time.

3. Presentation of the Program.

To summarize,the objectives of the program, the type of participants, the vacation atmosphere--these somewhat dictate the modes of instruction that can effectively be used or not used. In this type of program, then, it may be more essential to use various methods of presentation. The emphasis is on developing a sense of appreciation for library resources, services, programs, objectives and problems. These concerns obviously cannot be effectively presented to this audience in the same manner as they would be to graduate library science students. The tone is far lighter, the depth of coverage more superficial, and the mode of presentation more varied. By touring the library's collection of books, periodi-

cals, government documents, audio-visual material, and the Instructional Services Department that has a complete photography darkroom, graphics department, equipment repair shop, and video-taping studio, the participants see what libraries are doing instead of hearing what libraries can do. Slides of similar library services and programs from other neighboring (Pittsburgh) libraries further illustrate these and other services. If there is any truth to the statement that a picture is worth a thousand words, then a visual method of presentation should result in the best use of the short time allotted for instruction. Use of the film, "Hottest Spot in Town" is made because it very graphically demonstrates the importance of libraries to a democratic society, the importance of knowledge and information to scientific advancement, the history of libraries, resources and services offered, and the many roles of libraries in society.

There are five full days--one and one-half to two hours each day for instruction. The plan for each of the five days is as follows:

First Day: a) Introduction of participants to each other and to the course.

b) Distribution of questionnaire--name, city, interests, level of reading and library use, personal course objectives (See Apendix A).

c) Show film "Hottest Spot in Town".

d) Discuss the film in terms of questions such as: Why is the film called "Hottest Spot in Town"? Did you like it? Is the library essential to democracy? What is the role of the library? How do you see these goals being accomplished? What is and where is knowledge?

Second Day: a) Distribute syllabus (See Appendix B) and discuss plan for the next few classes. Discuss their thoughts, special interests, problems, and personal goals.

b) Tour the Instructional Services Department and as much of the library as possible. Demonstrate the use of the video camera system.

Third Day: a) Discussion of the role of graphics, video-taping, films, and audio-visual material in libraries.

b) Show slides of local libraries and the special services, programs they offer.

c) Tour the library, particularly the audio-visual, special, archival, and microform collections. Demonstrate, discuss, and raise questions.

Fourth Day: a) Discussion concerning any previous material, tour, and day's plan.

b) Show slides of different reference materials, including encyclopedias, dictionaries, almanacs, etc.; periodicals and indexes; and government documents. Discuss how to examine them, special features and differences as the appropriate slides indicate.

c) Present slide showing use of the card catalog and indexes. Discuss the Dewey and Library of Congress classification methods.

d) Tour the reference department briefly.

e) Hand out and explain the manual (See Appendix B).

Fifth Day: a) Hold class in the reference department. Have each participant explore the interests or problems of his choice. Help them individually as needed.

In reference to the manual, basic reference tools are listed in order to display the organization of knowledge and care with which some information and literature can be found. However, the course is not designed to demonstrate

these particular books. It has been possible to pull these books from the shelves and to organize them on tables. General encyclopedias are placed on one table, special encyclopedias on another, almanacs on another, and so forth. When this was done one year, the slide presentation was eliminated. It is advisable to be flexible, depending on the participants.

The slide narration may be described in terms of the following units, and may be shown at the time the instructor thinks is most appropriate:

a) Other Libraries: external views of several Pittsburgh area libraries to show the diversity of appearance, size, etc. The narrator can at this point easily illustrate the different types of libraries and their various objectives. Internal views of the libraries are next presented to demonstrate unusual features, important resources and services, etc. These slides were chosen to demonstrate that libraries can be esthetically pleasing, comfortable, and lively places.

b) Library Resources: Within a few moments, participants see the wide range of materials that many libraries offer--from books, films, tapes, photographs, projectors, audio-visual rooms, microfilm, microfiche, pet libraries, toys, games and kits to framed art, sculptures, dress patterns, archives, oral history collections, and interlibrary loan services.

c) Library Skills:

1) Parts of a book: external and internal arrangement, from title page to bibliography or index.

2) The card catalog: arrangements, types of cards, filing rules, etc.

3) The Dewey Decimal Classification

4) The Library of Congress Classification

5) Types of reference books

Encyclopedias	Directories
Dictionaries	Bibliographies
Almanacs and Handbooks	Bibliographical Resources
Atlases	
Gazetteers	Book Review Media

6) Periodicals, Indexes, and Abstracts

7) Government Documents and the Monthly Catalog.

The instructor may show these units at any point during the presentation. If the group is basically advanced in library knowledge, the instructor may delete the section referring to parts of a book, for example, or scan over it quickly. If the group has youngsters or ill-prepared library users, the unit should be included, but, perhaps the unit on abstracts excluded. On the other hand, taking the participants to the actual encyclopedias, dictionaries, etc., may be a better idea for different groups.

4. Evaluation of the VC Library Program.

It is too early to have a thorough evaluation of the program. Too few participants have enrolled to make an evaluation meaningful. Of those that have participated, the majority did not attend all five classes. Evaluation has been based only on the fact that the participants (enough of them to keep the course listed each year) have all expressed favorable opinions about the course, its content and the instructor. Many vacation college people who did not take the course have informed the director and instructor that they want to take it the next year if they return. Other people they knew had recommended it and enjoyed it.

CHAPTER III

THE LITERATURE

Very little, in terms of research studies, has been done concerning educating the non-library user. Most of the available literature discusses differences in modes of instruction, the need for formal instruction, and various orientation and instructional programs utilized by different libraries. John Luban's Educating the Library User discusses instruction of library users and non-users at all levels. This excellent collection of original essays, case studies, and instructional methods, calls for the establishment of a continuous and sequential plan for consistent instruction in library skills that transcends the traditional and most currently accepted methods. The bibliography of this paper individually lists the most helpful to our concern.

Ruth Davies' article is very helpful in developing exit competencies. Hopkinson's annotated bibliography provides a checklist for obtaining audio-visual material. Olsen's survey article points out the deficiencies of instructional programs in one state (Indiana). Scrivener's article stresses that library instruction has been a persistent fifty year problem, resulting in little more than literature filled with repetitive case studies, opinions, stories, amd surveys. Several articles stressed the importance of short programs given consecutively, or in a sequence (see "Aware" and Wheldin's article.)

Librarians, then, have tended to teach library skills based on what they think the patrons should know, rather than on the basis of any information obtained through research studies. Clearly, research needs to be conducted that would study what particular library skills best correlate with use of and attitude toward the library.

While the information which is about to be discussed might seem to be a digression from the topic at hand, I consider the data useful for providing an incentive to carry out the library skills program, especially in the manner which I have described. Lubans found that 53% of the non-users and 60% of the users of the libraries in his survey agreed that one cannot get along without instruction in library use.* He further stated that 31% of the non-users and 44% of the users felt no need to use libraries. The next major reason for non-use was lack of awareness: about 25% of the users and non-users did not use the library or a particular service because of a lack of awareness.* About 15% of those who knew about a particular resource did not use it because they failed to locate the resource.** Especially of interest to this report is his finding that over 60% of both users and non-users agreed that the library should offer courses in how to use the library.*** Approximately 40%--still a significant number--were willing to participate in such programs.*** The Bundy survey indicates that browsing has been the way most patrons find library material; few use the card catalog.**** Thus the charge, as well as the challenge, goes out to librarians, especially in small libraries and those in rural areas, to develop instructional programs. I believe that the vacation college answers that call to a small extent. Local libraries which find their staffing or financial resources such that their own instructional service cannot be justified, may recommend other institutions' programs to their patrons.

*Lubans, John (ed), Educating the Library User (New York: Bowker, 1974) p405.
**Ibid., p46.
***Ibid., p47.
****Bundy, Mary Lee, "Metropolitan Public Library Use" (Wilson Library Bulletin 41, 1967) pp950-961.

The most helpful literature in the organization and preparation of material for this course were the library handbooks. Margaret Cook's The New Library Key was the most comprehensive and thorough of those intended for public use. Winchell's Guide to Reference Books, on the other hand, may be so comprehensive and thorough that participants could not effectively use it. Appendix C lists those handbooks which many libraries may have for various grade or age levels.

APPENDIXES

APPENDIX A

QUESTIONNAIRE

Name: _____

Address: _____

_____

_____

Hobbies, Interests: _____

_____

_____

Library Use: _____

_____

_____

Amount of Reading: _____

_____

_____

Personal Objectives or reason for taking "Hottest Spot in Town":

_____

_____

_____

_____

APPENDIX B

THE USE OF LIBRARIES AND THEIR RESOURCES

A HANDBOOK

BY:

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INTRODUCTION

This handbook has been prepared for the participants in the Vacation College library skills program. Brief lists of important and basic reference tools such as encyclopedias, dictionaries, almanacs, directories, and indexes are listed first. The functions of each of these are described in order to acquaint users with the organization of reference materials. Local libraries should have at least several of these books on each list. Explanations of the Library of Congress classification, the use of the card catalog, and special services offered by libraries are also included.

To better familiarize yourself with these resources, participants may want to choose a topic--perhaps a hobby, current event, place, or person--and discover what information is available on the topic in each type of reference tool. The skills you learn in this exercise should enable you to unlock the information contained in any library resource. While most categories of reference tools are used in a similar fashion, one key may be to examine the book's title and introductory pages, table of contents, and index (if any). Doing so acquaints the user with the organization of a book and enables the person to quickly find the information he seeks in the text.

OBJECTIVES

Library Skills Program

1. An understanding of the importance and scope, as well as the differences between each of the following:

Periodicals	Audio-visual Materials
Books	Pamphlets
Government Documents	Newspapers

2. An understanding of basic reference resources such as:

Dictionaries	Atlases
Encyclopedias	Handbooks
Almanacs	Indexes and Abstracts
Directories	Bibliographies

3. An understanding of the card catalog's arrangement and the use of the Library of Congress Subject Headings list in order to locate such resources.
4. An understanding of the Library of Congress and Dewey Decimal Classification Schemes so that the resources may be found on the shelves once the material is located in the card catalog.
5. An ability to examine a reference work, or book of non-fiction, and be able to learn how to use it, know what information it contains, its limits, scope, organization, etc.
6. An appreciation for the role and the purpose of the library in American life.
7. An appreciation for the many varied sources of information.
8. A development of an attitude which will foster their further use of the library and good will toward local libraries.

ENCYCLOPEDIAS

While dictionaries give meaning to words, encyclopedias give meaning to persons, events, places, and other living or inanimate things. They attempt to answer such questions as Who? What? When? How?--but not Why? That is, encyclopedias do not present an explanation pro or con but attempt to remain unbiased. As with dictionaries, encyclopedias are geared to different age groups, different subject matters, and different educational levels and disciplines.

COMPREHENSIVE, GENERAL, ADULT ENCYCLOPEDIAS:

Encyclopedia Britannica: It is generally recognized as the most comprehensive and scholarly of all encyclopedias.

Encyclopedia Americana: Emphasizes North America, especially towns. Articles signed, bibliographies included, also included is a history of each century's important events and people.

Collier's Encyclopedia: Contains good illustrations. College level.

Chamber's Encyclopedia: British viewpoint.

Encyclopedia International: Strong in information about foreign places.

One or Two Volume General Encyclopedias:

Columbia Encyclopedia: One Volume.

Lincoln Library of Essential Information: 2 Volumes.

JUVENILE ENCYCLOPEDIAS:

Britannica Junior

World Book Encyclopedia

Encyclopedia International

Compton's Pictured Encyclopedia

FOREIGN LANGUAGE ENCYCLOPEDIAS: Provided that you can read the language it is written in, many of the following foreign language encyclopedias far surpass English works, especially for the country of its language, European history, biography, literature, etc.

Grand Larousse Encyclopédique, Encyclopedie Franceis, La Grande Encyclopédie. (French)

Enciclopedia Italiana De Scienze, Letters Ed Arti (Italian)

Brockhaus' Konversations-Lexikon (German)

Bol'shaia Sovetskaia Entsiklopedia (Russian) 65 volumes; revised '47 & '50

Espana or Enciclopedia Universal Ilustrada Europeo-Americana (Spanish)

Encyclopedia Hebraics (Hebrew)

SUBJECT-ORIENTED ENCYCLOPEDIAS AND DICTIONARIES: Topical and subject-oriented encyclopedias and dictionaries (mostly biographical) are included below:

MUSIC: Biographical Dictionary of Musicians, Baker. Everyman's Dictionary of Music, Blom. The ASCAP Biographical Dictionary of Composers, Authors, and Publishers, Am. Soc. of Composers, Authors, and Publishers. Encyclopedia of Jazz, Feather. Dictionary of Music and Musicians, Grove. Complete Book of the American Musical Theater, and Living Musicians, Ewen. Who's Who in Music and Musicians' International Directory: Harvard Dictionary of Music, Apel. A Jazz Lexicon, Gold. Dictionary of Musical Terms, Baker. A History of Western Music, Grout. Oxford History of Music. Encyclopedia of Concert Music, Ewen. Singer's Repertoire, Coffin. Cyclopedic Survey of Chamber Music, Cobbett. A Dictionary of Musical Themes, Barlow. Encyclopedia of Opera, Ewen. Index to Top-Hit Tunes, 1900-1950, Chipman. Encyclopedia of Theatre Music... Lewine. Popular Music (Popular Songs 1950--59) Shapiro. Children's

Song Index; an Index to More Than 22,000 Songs in 189 Collections... Song Index, Sears. Index of Record Reviews. In addition, there are many works about musical instruments, phonograph records, folk music, Gilbert and Sullivan, plus many other histories, musical form dictionaries, opera handbooks, etc. Music Index should be consulted for periodical articles; in addition, there are numerous bibliographies, lists of doctoral dissertations in music, and guides to musicology.

FINE ARTS: The list of reference tools for dictionaries, encyclopedias, guides, indexes, etc., in the areas of painting, engraving, biography, sculpture, ceramics, metal arts, photography, weaving and rug making, etc., is too numerous to mention.

As with music, serious research in these two areas cannot be satisfied by the resources of most small libraries. It is necessary to call up the resources of a music library, art library, large public or university library, or large college library. The small public library is often limited to such works as Art Index, A.L.A. Portrait Index, Encyclopedia of World Art, Art Dictionary, Art Through the Ages, Who's Who in Art, Who's Who in American Art, Encyclopedia of Modern Architecture, A History of Architecture on the Comparative Method, Everyman's Dictionary of Pictorial Art, The Fashion Dictionary, Short Dictionary of Furniture, Modern Encyclopedia of Photography.

DICTIONARIES

Dictionaries answer such questions as: What is the meaning of the word _____? What is the synonym (or antonym) of the word _____? How do you pronounce the word _____? What does the abbreviation _____

(or the acronym _._._._.) stand for? What is the origin of the word _____? Some dictionaries are geared to particular age groups or educational levels; others deal exclusively with terms in a particular academic discipline or on a particular topic. The following dictionaries are grouped by such categories:

UNABRIDGED DICTIONARIES OF THE ENGLISH LANGUAGE: Many of these contain useful quotations in which the word is used and excellent illustrations for clarification are present.

Webster's Third New International Dictionary (1961) 450,000 words

Funk and Wagnalls New Standard Dictionary (1964) 450,000 words

New Century Dictionary of the English Language (1948) 2 vols., 160,000 words

Oxford English Dictionary, (1933), contains the meaning, spelling, usage, and history of every word and is supported by many quotations.

Random House Dictionary of the English Language.

DESK DICTIONARIES OR ABRIDGED DICTIONARIES OF THE ENGLISH LANGUAGE:

Webster's Seventh New Collegiate Dictionary

Funk and Wagnalls Standard College Dictionary

Thorndike-Barnhart Comprehensive Desk Dictionary

Cassell's English Dictionary

Concise Oxford Dictionary (based on the Oxford English Dictionary)

(Elementary Level)

Thorndike-Barnhart Beginning Dictionary

Webster's Elementary Dictionary

(Secondary Level)

World Book Encyclopedia Dictionary

Webster's New Secondary School Dictionary

Thorndike-Barnhart High School Dictionary

ETYMOLOGICAL DICTIONARIES: (These explain the origin of words).

New English Dictionary on Historical Principles, by Murray, 10 vols.

Name into Word: Proper Names that Have Become Common Property. Partridge.

An Etymological Dictionary of the English Language. Skeat.

Etymological Dictionary of Modern English. Weekley; also Concise...

SLANG DICTIONARIES; IDIOMS AND USAGE:

Dictionary of Slang and Unconventional English. Partridge.

Dictionary of Contemporary American Usage. Evans.

Dictionary of Modern English Usage. Fowler.

OBSOLETE AND PROVINCIAL WORDS DICTIONARIES:

Dictionary of Archaic and Provincial Words, Obsolete Phrases, Proverbs, and Ancient Customs from the 14th Century. Halliwell-Phillips.

Glossary of Tudor and Stuart Words...Skeat.

Glossary of Words, Phrases, Names, and Allusions in the Works of English Authors...Nares.

SYNONYMS AND ANTONYMS:

Roget's International Thesaurus. (1962) Classified, alphabetical index.

Webster's New Dictionary of Synonyms.

Crabb's English Synonyms.

Allen's Synonyms and Antonyms.

Funk & Wagnalls Modern Guide to Synonyms and Related Words.

PRONOUNCIATION DICTIONARIES:

NBC Handbook of Pronounciation.

Pronouncing Dictionary of American English, by Kenyon.

American Pronouncing Dictionary of Troublesome Words, by Colby.

World Words, Recommended Pronounciations, by Greet.

Everyman's English Pronouncing Dictionary...by Jones (no definitions).

RHYMING DICTIONARIES:

Wood's Unabridged Rhyming Dictionary

Rhymer's Lexicon, by Lathrop.

New Rhyming Dictionary and Poet's Handbook, by Johnson.

Rhyming Dictionary of the English Language, by Walker.

ABBREVIATIONS; ACRONYMS:

Complete Dictionary of Abbreviations, by Schwartz (1955).

Allen's Dictionary of Abbreviations and Symbols, (1946).

Cyclopedia of Initials and Abbreviations, by Fawcett (1963).

Abbreviations Dictionary: Abbreviations, Acronyms, Contractions, Signs and Symbols, by DeSola (1964).

A Dictionary of Abbreviations: Comprising All Standard Forms in Commercial, Social, Legal, Political, Naval and Military, and General Use, by Matthews (1947).

Acronyms Dictionary, Gale Research Co. (1960).

British Initials and Abbreviations, by Wilkes (1963).

AMERICAN-ENGLISH OR DICTIONARIES OF WORDS USED IN THE ENGLISH COLONIES TO 1900

Dictionary of American-English, by Craigie.

The American Language; An Inquiry into the Development of English in the United States, by Mencken.

A Dictionary of Americanisms on Historical Principles, By Mathews.

An American Glossary, Being an Attempt....By Thornton.

AMERICAN DIALECTAL DICTIONARIES:

American Dialect Dictionary. By Wentworth.

FOREIGN LANGUAGE DICTIONARIES:

Cambridge Italian Dictionary

Appleton's New Cuyas Dictionary

Cassell's New Latin Dictionary

Cassell's New French Dictionary

Cassell's New German Dictionary

Short Italian Dictionary

Velazquez Spanish-English...

A Greek-English Lexicon

Heath's Standard French & English

Dictionary of Spoken Chinese

New English-Japanese and Japanese-English Dictionary

There are numerous other encyclopedias or dictionaries in almost every subject. To find them, consult the card catalog--first under the subject, then--Dictionaries and Encyclopedias. For example, see "Sociology--Dictionaries and Encyclopedias", or Music--Dictionaries and Encyclopedias." This principle also applies to searching for bibliographies, directories, indexes, biographies, etc. Here are some examples of subject-oriented encyclopedias, or dictionaries:

International Encyclopedia of the Social Sciences.

Dictionary of Education.

Encyclopedia of Educational Research.

Dictionary of Sports.

Hunter's Encyclopedia.

Complete Hoyle; An Encyclopedia of Games....

Official Encyclopedia of Baseball.

The Encyclopedia of Myths and Legends of All Nations.

Everyman's Dictionary of Non-classical Mythology.

The Encyclopedia of Witchcraft and Demonology.

A Dictionary of Statistical Terms.

A Dictionary of Economics.

Encyclopedia of Advertising.

Encyclopedic Dictionary of Business Finance.

Elsevier's Dictionary of Automation, Computers, Control, and Measuring...

Materials Handbook; An Encyclopedia for Purchasing Agents, Engineers....

Business Executive's Handbook...

The Secretary's Handbook.

Shipping Terms and Abbreviations: Maritime, Insurance, International Trade.

Encyclopedia of Banking and Finance.

Insurance Words and Their Meanings.

The Vocabulary of Communism.

Black's Law Dictionary. Legal Secretary's Encyclopedic Dictionary.

A Glossary of Geographical Terms.

Everyman's Dictionary of Dates.

Dictionary of Biology.

Dictionary of Zoology.

Dictionary of Gems and Gemology...

The Crescent Dictionary of Mathematics.

Encyclopedic Dictionary of Physics.

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BIOGRAPHICAL REFERENCE SOURCES

Where it is necessary to find information about notable individuals choose the source from the reference tools listed below which seems to best apply:

CURRENT: GENERAL

Who's Who in America

Who's Who in the Northwest....South, East, etc.

International Who's Who, Webster's Biographical Dictionary

Current Biography (contains pictures)

National Encyclopedia of American Biography

Who's Who (British)

Who's Who in China,...India,...Canada,...Finland (and most other countries)
Check under Who's in the card catalog.)

SUBJECT-ORIENTED:

American Men of Science

Who's Who of American Women

Who's Who in Education

Twentieth Century Authors, Junior Book of Authors

British Authors Before 1800, American Authors 1600-1900.

Who's Who in American History,...Engineering,...Insurance,...Librarianship,...Library Service,...Labor,...Music,...Art,...Graphic Art, etc.

RETROSPECTIVE SOURCES:

Who Was Who in America

Who Was Who (British)

Dictionary of American Biography

Dictionary of National Biography (British)

National Cyclopedia of American Biography

Older volumes of current sources such as Who's Who may be consulted for retrospective biographies.

ALMANACS, YEARBOOKS, AND HANDBOOKS

Almanacs, yearbooks, and general handbooks provide current and retrospective information about population characteristics; local, state, and federal, as well as international, governments, institutions, agencies, financial matters, religion, educational characteristics, and so forth. These resources can keep one up-to-date more than any other reference tool. Most people are familiar with the famous World Almanac and Book of Facts; other reference tools which fall into the category are:

Information Please Almanac, Atlas, and Yearbook

Reader's Digest Almanac and Yearbook

News Year

Catholic Almanac

Lincoln Library of Essential Information

Guinness Book of World Records

Famous First Facts

5,000 Facts or Fancies

Famous First Facts

Statistical Abstracts of the United States

Yearbook on Human Rights

Book of States

Europa Yearbook

There are, in addition, yearbook supplements to the general adult encyclopedias listed on a previous page such as Britannica Book of the Year, Americana Annual and Encyclopedia of Current Events, Collier's Yearbook, etc.

Handbooks relate more to a particular field. There are many handbooks, for example, which relate rules of grammar in literature. In the fine arts, handbooks may present architectural principles and practices; in the area of theater arts, a handbook may take the form of manuals for actors and directors. Many people are familiar with the famous handbook by Emily Post on etiquette. Like directories, they are accessible through the card catalog under the subject such as Etiquette, Literature, (grammar), etc. There are numerous handbooks about the government; they resemble yearbooks or almanacs very closely, but might be called dictionaries or encyclopedias. For this reason, it is important to always ask the reference librarian for aid.

ATLASES

Atlases not only contain maps of states, cities, continents, and other areas, but also are rich sources of historical information.

WORLD ATLASES are published by many major publishers such as Collier's, National Geographic Society, Cosmopolitan, Encyclopedia Britannica, Rand McNally, McGraw Hill, Oxford, and Times. Goode's World Atlas is a most comprehensive atlas covering physical, political, manufacturing and demographic characteristics.

SPECIALIZED ATLASES deal with literature, business, religion, early Christianity, and historical regions which are no longer recognized. Some of the more common

specialized atlases are the following:

Atlas of the Classical World

Climatic Atlas

Oxford Economic Atlas of the World

Atlas of the American Revolution

A Mapbook of English Literature

An Atlas of the Early Christian World

An Atlas of English Literature

Atlas of the Bible

Rand McNally Bible Atlas

Historical Atlas of Religion in America

Atlas of the Universe

Atlas of Mesopotamia

Atlas of Pennsylvania Mineral Resources

Almost every state and country has an atlas devoted to it---Atlas of China---Japan---Wisconsin---Texas.

GAZETTEERS

These dictionaries of places give current information about a place---population, industries, institutions, etc. Gazetteers are a source of information almost impossible to obtain elsewhere. Some examples are:

Chamber's World Gazetteer and Geographical Dictionary

Columbia Lippincott Gazetteer of the World

Webster's Geographical Dictionary

Dictionary of Greek and Roman Geography

Dictionary of Altitudes in the United States

Boundaries, Areas, Geographic Centers and Altitudes of the United States

DIRECTORIES

Directories answer the questions about where particular companies, organizations, institutions, and individuals are located and often, also, provide the names of the executives and name of an office or individual to write to for information. Most directories are published annually but libraries frequently purchase them irregularly to keep costs down. Some of the most commonly found directories in libraries are these:

Encyclopedia of Associations

Foundation Directory

Martindale-Hubbell Law Directory

International Yearbook and Statesmen's Who's Who

Political Handbook and Atlas of the World

Congressional Staff Directory

Biographical Directory of the American Congress

United States Government Organization Manual

Thomas Register of American Manufacturers

Census of Manufacturers

Directory of Labor Organizations

Literary Market Place

Writers' Handbook

Author's and Writer's Who's Who

Writers' and Artists' Yearbook

Theatre Collections in Libraries and Museums

American Art Directory

National Catholic Directory

Bibliography of American Historical Societies

College Blue Book, Patterson's American Education, Education Directory

Barron's Profiles of American Colleges, Lovejoy's College Guide,

Handbook of Private Schools (Elementary & Secondary), Lovejoy's

Prep School Guide, National Directory of Schools and Vocations.

Health Organizations of the United States and Canada

Directory of Medical Specialists

World Directory of Medical Schools . . . Dental Schools

American Hospital Directory

American Mineral Guide

Directory of Geological Material in North America

Chemical Guide to the United States. Chem Sources

International Directory of Botanical Gardens

Museum Directory of the United States and Canada

Research Centers Directory

Hotel and Motel Red Book

Directory of Law Libraries

There are many other directories; to locate them, refer to the geographical area of interest--directories, or to the industry,or group of persons as in these examples:

Engineers--Directories

Rubber Industry and Trade--Directories

Agriculture--United States--Directories

American Newspapers--Directories

PERIODICALS AND INDEXES

The articles in magazines, or periodicals, are the most important source of information for up-to-date information. When all the indexes which

relate to one's topic are consulted, a vast wealth of information, usually not obtainable in books for more than a couple of years after an event, can be gathered. These periodical articles tend to be concise, comprehensive, and to-the-point summaries of events, studies, research, etc.

Periodical indexes and abstracts are the keys to this information 'locked up' in more than 50,000 periodicals published each year in the world.

The Readers' Guide to Periodical Literature is the most familiar and common index; most libraries have it or its abridged version. Knowing how to use it will mean that you should have little difficulty using indexes which cover other subjects. Other indexes are:

Applied Science and Technology Index

Art Index

Biological and Agricultural Index

Business Periodicals Index

Education Index

Humanities Index (formerly Social Sciences and Humanities Index)

Index Medicus

Library Literature

Music Index

New York Times Index

Public Affairs Information Service or P. A. I. S.

Social Sciences Index (formerly Social Sciences and Humanities Index)

Abstracts are like indexes in that they locate information contained in periodicals. They differ from indexes, however, because they tend to include books more often and because they present short summaries (abstracts) of the articles. Some of the most useful abstracts are:

Biological Abstracts
Chemical Abstracts
Dissertation Abstracts Inter.
Sociological Abstracts
Economic Abstracts
Mathematical Reviews
Psychological Abstracts

How to Use an Index: The Readers' Guide

Knowing how to use the Readers' Guide should enable you to use most other indexes. Careful attention should be paid to the introductory pages of indexes and other reference books because they contain information on how to use the book. Indexes list the abbreviations used throughout the index and a list of the periodicals indexed. Below is an example entry:

AUTOMOBILES

1 Foreign imports increase. 2 Broden, J. 3 il. 4 Pop Mach. 5 126: 6 34-35, 7 Ja '76

The numbers refer to these:

1. Title
2. Author (if given)
3. Illustrations, graphs, portraits, etc. (if given)
4. Title of magazine, abbreviated (see list of abbreviations)
5. Volume number of magazine, preceding colon
6. Pages of the article within the issue
7. Date (month, day, year) of the issue

Note that the subject was typed above the title; other articles on this subject would be listed under that word. Articles written by or about a person are entered under the name of the person (author or subject).

ABSTRACTS

These differ from indexes in that the entry includes a brief abstract, or summary of the article. Each entry may be numbered and you will find it necessary to refer to an index in the back of the abstract, or to a separate index volume. In such cases, the index entry (author, title, or subject) will refer to the number. It is then necessary to find the volume of the abstract set which contains that numbered entry. Since abstracts vary in format more than indexes, it is best to always carefully read the introductory pages.

BOOK REVIEW INDEXES: These will locate reviews and criticism of books:

Book Review Digest

Book Review Index

Index to Book Reviews in the Humanities

Essay and General Literature Index, besides being a source of literary criticism, indexes chapters and parts of books by author and by more specific headings than the card catalog.

BIOGRAPHICAL SOURCES: Who is _____?

Who's Who in America

Who Was Who in America

Current Biography

Dictionary of American Biography

Who's Who in American Education

There are also biographical sources on people in different countries, international tools such as International Who's Who; and sources covering science, history, education, art, music, etc.

GOVERNMENT DOCUMENTS:

These are valuable resources which almost no small libraries purchase. Larger libraries, however, may be depositories of all or some government publications. The government is the largest publisher; it produces surveys, guides, periodicals, statistics, hearings, cookbooks, gardening books, maps, reports, census materials, housing statistics, etc., written by the hundreds of bureaus, commissions, agencies, and departments of the federal government. When doing serious research on any topic, it is virtually a necessity to go to the nearest depository library of government documents. These publications are located by the Monthly Catalog of U. S. Government Documents. It is arranged by the issuing department, agency, etc., and there is also a subject index at the end of each issue and a cumulated index in the December issue. It will refer you to a number; then go to the volume which contains that number, find it and read the entry. A Superintendent of Documents number is listed; the publications should be arranged on the shelves by this number. The number may read something like A. 12.2/3.98--the A stands for the Department of Agriculture, the item is then arranged numerically and alphabetically.

SPECIAL SERVICES THAT LIBRARIES OFFER:

Libraries exist to help you--not only by buying and making available books and non-book materials, but also by helping you to locate the information and materials you need no matter where else they may be. The list below goes from more traditional services to the less traditional, current, perhaps futuristic, services:

REFERENCE SERVICES: There is usually at least one professional librarian, who has a graduate (Master's) degree in library science, on duty whenever the library is open. It is his job to aid you in finding

the information you need and interpret the card catalog, indexes, and other reference tools discussed in this handbook.

READER'S ADVISORY SERVICES: Larger public libraries may have a librarian who is particularly skilled, due to his/her own reading of fiction, in aiding readers find the novels they desire to read.

INTERLIBRARY LOAN SERVICES: This is the service by which one library can supply the patron's need for information or material which it cannot itself supply by obtaining the information, the book(s), or the periodical article(s) from another library. There is usually no charge, or only the postage charge, for obtaining books and usually 10¢ per page xeroxing charge for obtaining photocopied pages of a periodical article.

RENTAL COLLECTIONS: Many libraries take advantage of a plan which allows them to rent bestselling copies of fiction and non-fiction on a temporary basis with an option for buying copies it desires to keep. Some libraries pass on a small charge to the patron for these particular books but most do not.

PHOTOCOPYING SERVICE: Usually a library will try to purchase or rent a photocopying machine so that patrons do not need to take extensive notes from reference sources which cannot leave the library. In order to prevent razor-cutting of articles or pages of books or magazines, the library usually provides the service at a very low cost, like 5¢ per page.

MEETING PLACE; SEMINAR ROOMS, ETC. Newer libraries, especially, will design a library which will provide a room for public meetings, film showings, art exhibits, etc.

Since the library is an educational and community institution whose basic purpose is to stimulate knowledge, generate ideas, and provide resources capable of solving societal problems, the library will often sponsor programs dealing with recreational activities, gardening, book review clubs, travelogues, story hour and other children's activities, etc. The local newspaper should keep you informed about such activities and programs.

HOW TO FIND BOOKS*

THE CARD CATALOGS

The catalogs consist of a long series of alphabetized cards which make up a single author--title--subject index of the library's holdings. Cards are filed under the author's last name, under the title of the book, and under the subjects of the book.

THERE ARE TWO CARD CATALOGS:

1. The main card catalog in the first floor reference room has cards for all the books in the main library collection. Most of the juvenile and young adult books in the Instructional Materials area are also listed here.

2. The card catalog in the second floor Instructional Materials area has cards for all juvenile and young adult books, all textbooks, curriculum materials and audio-visual materials in that center.

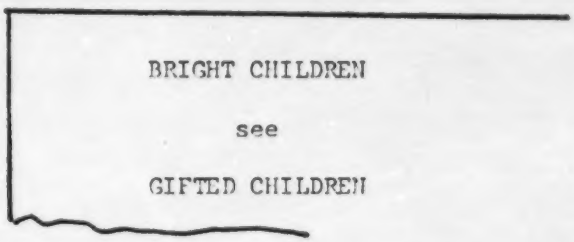
USING THE CARD CATALOG

Do you know the author's name? If so, look under his name (last name first) in the catalog. The author may also be an institution or an association, in which case the card is filed under the first word of its name.

Do you know the title of the book? If so, look under the first significant word of the title. (A, an and the are not significant words.)

*The following pages are from the Student Handbook, published by Slippery Rock State College Library.

Are you looking for a book on a certain subject? Do you know what word is used by the Library for that subject? Look in the card catalog for a specific word or phrase, not a broad general phrase. When a book covers several subject areas, there are usually several specific subject cards instead of one general subject card. In addition, the catalog often has cards which will refer you from a wording which is not used, to a wording which is used for a particular subject.



A reference book which helps you find subject words is Subject Headings Used in the Dictionary Catalogs of the Library of Congress. Copies of this book are kept at the reference desk and near the card catalog. The librarians will be glad to help you find the correct word for your subject.

HOW CARDS ARE ARRANGED IN THE CATALOG

The basic order of filing is alphabetical, word by word. This means that when one short word (Art) forms the first part of a longer word (Artist), all the headings with the short word are filed in front of all the headings with the longer word. You will find cards filed in this order:

Art of France
Artist supplies
Artists' lives.

When the first word of two or more titles is identical, cards are filed by the second word or, if necessary, by the third word. You will find cards filed in this order:

First arrivals

First man in space

First man on the moon.

The articles "A", "An", and "The" are disregarded in all languages when they are the first word of the title. Cards are filed in this order:

Early arrivals

An early explorer

Early French art.

Abbreviations are filed as if spelled in full. "Dr." is filed as if spelled Doctor, "Mr." as if spelled Mister and "St." as if spelled Saint. However, "Mrs." is filed Mrs.

Names beginning with the prefixes "Mc" and "M'"are filed as if spelled Mac.

An author may be the subject of a book as well as the writer of a book. Books written by an author are filed alphabetically by the title of the book. After the last title, there will be a section of books about the author. These cards are arranged alphabetically by the name of the person who has written about the author. Since the author is a subject of a book, his name will appear in capital letters at the top of these cards.

You will find cards filed in this order in the card catalog:

DA
30 Stetson, Joseph
S65 English history and customs.

(A book written by Stetson.)

DC
121 Stetson, Joseph.
S5 History of France and its people.

(Another book written by Stetson, filed alphabetically by title.)

STETSON, JOSEPH
F
1060 Henderson, Edward.
H4 Joseph Stetson, the author

(A book about Stetson, written by Edward Henderson.)

STETSON, JOSEPH
F
1060 Jones, Robert.
J7 The life of Stetson.

(Another book about Stetson, filed alphabetically by author Robert Jones.)

Sample library catalog cards for Von Neumann's The Computer and the Brain:

Author Card (filed under "Von")

QA
76
V6

Von Neumann, John, 1903-1957.
The computer and the brain. New Haven, Yale University Press, 1958.
82 p. 21 cm. (Mrs. Hepsa Ely Silliman memorial lectures).

1. Electronic calculating-machines. 2. Cybernetics. 3. Nervous system. I. Title.

QA76.V6 510.78 58.6542

Title Card (filed under "computer")

QA
76
V6

The computer and the brain.
Von Neumann, John, 1903-1957.
The computer and the brain. New Haven, Yale University Press, 1958.
82 p. 21 cm. (Mrs. Hepsa Ely Silliman memorial lectures).

1. Electronic calculating-machines. 2. Cybernetics. 3. Nervous system. I. Title.

QA76.V6 510.78 58-6542

Subject Card (filed under "Electronic")

ELECTRONIC CALCULATING-MACHINES

QA
76
V6

Von Neumann, John, 1903-1957.
The computer and the brain. New Haven, Yale University Press, 1958.
82 p. 21 cm. (Mrs. Hepsa Ely Silliman memorial lectures).

1. Electronic calculating-machines. 2. Cybernetics. 3. Nervous system. I. Title
QA76.V6 510.78 58-6542

THE LIBRARY OF CONGRESS

CALL NUMBER:

DS First line: Capital letters, arranged alphabetically on the shelves, representing broad subject areas.

31 Second line: Whole numbers representing subclasses of the subject.

G5 Third line: A letter, usually representing the author, followed by a decimal number. A decimal point is understood after the letter so that G5 comes after G496 but before G68

H94
1960
V.2
C.2

There may be, in addition, a fourth line which is like the third, or, which is a publication date, copy number of volume number.

EXAMPLES:

APPENDIX C

LIBRARY HANDBOOKS

Aldrich, Ella V. Using Books and Libraries, 5th ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Boyd, Jessie Edna, et al. Books, Libraries and You. 3rd ed. New York: Scribner's, 1965.

Bradshaw, C. I., et al. Using the Library: The Card Catalog. Brigham Young Univ., 1971.

Cook, Margaret G. The New Library Key, 2nd ed. New York: Wilson, 1963.

Downs, Robert B. How to Do Library Research. Urbana: University of Illinois Press, 1966.

Knight, Hattie M. The 1--2--3--Guide to Libraries. 4th ed. Dubuque, Iowa: Wm. Brown, 1970.

Library Skills: A Program for Self-Instruction. New York: McGraw Hill, 1970.

Linden, Ronald. Books and Libraries; a Guide for Students. London: Cassell, 1965.

Lolly, J. Your Library: What's In It for You? New York: Wiley, 1974.

McCormick, Mona. Who--What--When--Where--How--Why--Made Easy, A Practical Guide to the Use of Reference Books. Chicago: Quadrangle Books, 1971.

McCormick, Mona. "Library Handbooks and Other Printed Bibliographic Aid." in Lubans, J. (ed). Educating the Library User. New York: Bowker, 1974; pp307-317.

Santa, Beauel M., et al. How to Use the Library. Palo Alto, CA: Pacific Books, 1955.

Welken, Marion L. Guidebook for Teaching Library Skills, Using the School Library, Book Four. Minneapolis: Denison, 1967.

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"Aware". American Libraries 1 (1970), p619.

Bonn, G.S. "Training Laymen in the Use of the Library" (Rutgers Univ. Graduate School of Library Service. State of the Library Art, v.2, pt1) Rutgers Univ. Press, 1960.

Bundy, Mary Lee, "Metropolita- Public Library Use" Wilson Library Bulletin 41 (1967), pp950-961.

Davies, Ruth Ann, "Educating Library Users in the Senior High School," in Lubans, John (ed.) Educating the Library User. New York: Bowker, 1974, pp39-52.

Essary, K. and Parker, S. "Educating Your Patron," Arkansas Libraries 32 No. 1 (1975), pp26-29.

Hannigan, M.C. "Orientation of the Out-of-School Adult to the Use of Public Libraries," ALA Bulletin (July, 1967), pp829-830.

Henning, M. B. and Shapiro J. (eds), "Library Instruction: Methods, Materials, Evaluation," Drexel Library Quarterly (July, 1972) issue.

Hering, M. B. "Library as as Lab," Sourdough 9 (July, 1972), pp3-6.

Hills, P. J. "Library Instruction and the Development of the Individual," Journal of Librarianship 6 (October, 1974), pp255-263.

Hopkinson, S. L. Instructional Materials for Teaching the Use of the Library; A Selected, Annotated Bibliography of Films, Filmstrips, Books and Pamphlets, Tests, and Other Aids. 4th ed. San Jose, CA: Claremont House, 1971.

Job, D. F. "When School Leavers Greet the Book Shelves." Times Educational Supplement 2654 (April 1, 1966), p997.

Lolly, John. Your Library--What's In It for You. New York: Wiley, 1974.

Lubans, John (ed). Educating the Library User, New York: Bowker, 1974.

Lubans, John Jr. "Evaluating Library-User Education Programs," in Lubans John (ed) Educating the Library User. New York: Bowker, 1974 pp232-241.

Molz, Kathleen. "The 'State of the Art' of Public Library Orientation," Maryland Libraries 34 (Winter 1968), pp10-17.

Motley, Drucilla. "Old Wine, New Bottles: How to Use Transparencies, Slides, Your 8mm. Camera, and the Tape Recorder to Teach Library Skills," Library Journal (October 15, 1968) pp3932-3933.

Newman, Ruth T. "Instructing the Out-of-School Adult in Public Library Use," in Lubans, John (ed) Educating the Library User. New York: Bowker, 1974 pp59-67.

Olsen, Edwin E. "Survey of User Policies in Indiana Libraries and Information Centers," Indiana Library Studies Report No. 10, Peter Hiatt, (ed.) Bloomington: The Center, 1970.

Rupp, Bette H. "The Effectiveness of Card Catalog Skills," Contemporary Education 41 (November, 1969), pp79-81.

Scrivener, J. E. "Instruction in Library Use: The Persisting Problem," Australian Academic and Research Libraries 3 (June, 1972) p8.

Stevens, Charles H. and Gardner, Jeffrey J. "Point of Use Library Instruction," in Lubans, John (ed.) Educating the Library User. New York: Bowker, 1974 pp269-278.

Stibitz, Mildred T. "Library Workshops for Adults," ALA Bulletin 60 (1966), pp937-941.

Whildin, Sara Lou, "Plimpton Prepares: How to Win the Library Instruction Game," Drexel Library Quarterly 8 (1972), p234.

Whittaker, Kenneth. Using Libraries; An Informative Guide for Students and General Users. London: Andre Deutsch, 1972.

Winchell, Constance M. Guide to Reference Books, 8th ed. Chicago: ALA, 1967.